

5th Standard Kannada  
Medium English  
by K  rnatak   Patyapustaka  
Sangha

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ENGLISH SECOND LANGUAGE

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## **POETRY - MY LAND**

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**Government of Karnataka**

## **ENGLISH SECOND LANGUAGE**

(Revised)

**FIFTH STANDARD**

**2017**

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## PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF-2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10<sup>th</sup> there are three core subjects namely mathematics, science and social science.

### **NCF - 2005 has a number of special features and they are:**

Connecting knowledge to life activities

1. learning to shift from rote methods
2. enriching the curriculum beyond textbooks
3. learning experiences for the construction of knowledge
4. making examinations flexible and integrating them with classroom experiences
5. caring concerns within the democratic policy of the country
6. Making education relevant to the present and future needs.
7. softening the subject boundaries-integrated knowledge and the joy of learning
8. making the child the constructor of knowledge

The new books are produced based on three fundamental approaches namely. Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all-round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. Along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinizers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

**G. S. Mudambadithaya:**

Coordinator Curriculum Revision and Textbook Preparation, Karnataka  
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**Nagendra Kumar:**

Managing Director, Karnataka Textbook Society (R.) Bengaluru, Karnataka

## Foreword

This book has been prepared according to the NCF 2005 for learning English as a Second Language at Class 5.

The learners are exposed to the English language for four years, from classes 1 to 4. With this exposure, they are in a position to learn the language holistically. NCF 2005 envisages two as fold goals of language learning- attainment of basic proficiency and an instrument for interpersonal relationships.

The eight units, which consists of a prose passage and a poem in each, have been designed for incorporating the above said goals. At the same time continuous and comprehensive evaluation should be carried out in the classroom.

Each unit in this book is organized as follows:

**Warm up Activity:** This is the first section in each unit. It is an entry point to the lesson. It prepares the learners to become familiar with the theme of the lesson.

**Prose:** This is the actual reading passage.

**Words to know:** This section gives meanings for new words that children encounter in the passage.

**Vocabulary:** This section is aimed at practicing vocabulary items.

**Comprehension questions- Level-1:** Comprehension questions that check factual understanding of the lesson are given here.

**Comprehension questions- Level-2:** Comprehension questions that develop higher order skills such as interpreting, classifying, relating to real-life, etc. are given in this section. Children need to discuss these questions in groups and then respond to them. This may be done as an oral activity, or if children are capable of writing, they may be encouraged to also write



answers to the questions discussed in 3-4 sentences. In some of the units, this section has hints that enable learners to discuss/write longer answers.

**Language exercises:** Here, an attempt is made to develop children's knowledge about language i.e. to develop their grammatical competence.

**Poetry:** Each unit includes a poem and a few activities related to the poem.

This text is accompanied with work book, where there are a number of activities, which help the children to develop their proficiency in language. It is hoped that this book will help learners to become independent and confident users of the language.

Hope children enjoy using this book!

Teachers, allow the learners to experience the joy of learning. Speak in English, so that they listen to the target language. Provide ample opportunities to speak so they acquire the proficiency in communicating. Facilitate the learners in completing the exercises, which will not hinder the language learning. We learn a language through use.

**Ratan Gopinath**, Chairperson Textbook Committee

**Committee**

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## About the Review of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the New Textbooks from standard one to ten, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the Textbook experts should follow: “ The Textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the production of the Textbooks from class one to tenth, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints, and analyses about the Textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and review if necessary. Afterwards, a new order was passed on 19-9-2015 which also give freedom even to re-write the Textbooks if necessary. In the same order, it was said that the completely reviewed Textbooks could be put to force from 2017-18 instead of 2016-17.

Many self-inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had send them to the Education Minister and to the ‘Textbook Society’. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education ‘Teacher Associations’. Questionnaires were administered among teachers to pool up opinions. Separate meeting were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meeting were held for discussions. Women associations

and science related organization were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been reviewed where ever necessary.

Another very important thing has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a critical study of the text of science, mathematics and social science subjects of central schools (N. C. E. R. T), along with state textbooks. Thus, the state text books have been enriched basing on the critical analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central school. Besides, these textbooks have been examined alongside with the textbooks of Andhra, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only review, it is not the total preparation of the textbooks. Therefore, the structure of already prepared textbooks have in no way been affected or distorted. They have only been reviewed in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been effected into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the 'Textbook Society' who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

**Narasimhaiah** Managing Director Karnataka Textbook Society Bengaluru.

**Prof. Baraguru Ramachandrappa** Chairman-in-Chief Textbook Review  
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## Unit – 1: PROSE - LOVE FOR ANIMALS

### Warm- Up Activity:

**Task -A: Fill in the boxes with letters so that you get the names of animals. One has been done for you. (Please take help from your teacher)**

O \_\_\_\_\_

\_\_\_\_\_ O \_\_\_\_\_

\_\_\_\_\_ O \_\_\_\_\_

\_\_\_\_\_ O \_\_\_\_\_

M O N K E Y

\_\_\_\_\_ O \_\_\_\_\_

\_\_\_\_\_ O O

\_\_\_\_\_ O O \_\_\_\_\_

**Task B: Discuss in groups how animals are helpful to us. After you discuss write down in the space provided the names of the animals and how they are useful to us.**

Sl. No.	Animal	How is it useful to us? (Usefulness)
Ex.1	Ox	ploughs the field
2		

3		
4		

The school bell rings. It is 4-15 in the evening. Lucy and Nithin are returning home from school. They see a man walking with his pet dog. The man is trying to tell his dog something. The dog seems to be answering him by barking. Watching this, Lucy remembers Ramana Maharshi.



**Lucy:** Do you know anything about Bhagavan Ramana Maharshi?

**Nithin:** No, I don't. What's special about him?

**Lucy:** Sri Bhagavan Ramana Maharshi loved animals and birds.

**Nithin:** Can you tell me more about Ramana Maharshi?

**Lucy:** Listen. Even animals were attracted to him. He spoke to them just as he would speak with people.

**Nithin:** You mean, just like the man we saw talking to his dog?

**Lucy:** Yes, he called the dogs, "boys". He used to say, "Are the boys eating their food?"

**Nithin:** Really?

**Lucy:** Yes, and he called his cow Lakshmi. He used to say, "Give Lakshmi some rice".

**Nithin:** Where did he keep all these animals?

**Lucy:** These animals lived in his ashram. He always fed the animals and birds first. He ate only after feeding them.

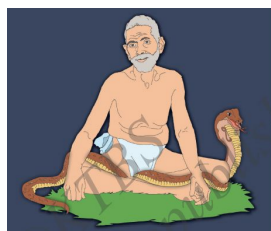
**Nithin:** Even birds?

**Lucy:** Yes, Ramana Maharshi called the peacocks by making sounds of their cries. Then they would go to him and eat the peanuts, rice and mangoes from his hands.

**Nithin:** That's interesting. Lucy, will you please tell me more interesting stories about Ramana Maharshi and animals?

**Lucy:** Yes, listen. One day, Maharshi was sitting on a hillside. A snake crawled over his legs. He didn't move nor show any fear. Later, someone asked him what he felt like when the snake crawled over his legs. He replied, "Cool and soft".

**Nithin:** My God! I would have cried and run away. Did anyone kill the snakes in the ashram?



**Lucy:** Ramana Maharshi never allowed people to kill snakes in his ashram. He said, "We have come to their home and we have no right to trouble them. They do not trouble us." Oh! We are nearing our homes. I will continue the story tomorrow.

**Nithin:** Yes. Thanks a lot. Who told you all these stories?

**Lucy:** My grandmother knows a lot of stories. She tells us stories every day. Bye.

**Nithin:** That's wonderful! Tell me more tomorrow. See you, bye.

## Words to know

**Attracted:** a feeling of liking somebody

**Ashram:** a place where hermits live

**Cries:** (Here) sounds made by birds and animals

**Interesting:** a feeling to know more about something

**Crawl:** move slowly on the belly

**Trouble:** a problem or difficulty

**Wonderful:** great

## Vocabulary

### V1. Give the opposites of the following words.

1. more X \_\_\_\_\_
2. remember X \_\_\_\_\_
3. always X \_\_\_\_\_
4. first X \_\_\_\_\_
5. soft X \_\_\_\_\_
6. near X \_\_\_\_\_

### V2. Match the words in column A with the names in column B.

A	B
1. Sage	a. Lucy & Nithin
2. Boys	b. Lakshmi



3. Cow	c. Ramana Maharshi
4. Storyteller	d. dogs
5. Friends	e. grandmother

**V3 Find one word for each of the following from the lesson.**

1. coming back
2. slow movement of the snake
3. A place where sages live.

**Comprehension**

**C1. Answer the following.**

1. Where were Lucy and Nithin going?
2. What did they see?
3. Why were the animals attracted towards Maharshi?
4. Where did Ramana Maharshi keep the animals?
5. What happened one day when he was sitting by the hillside?
6. How did he feed the peacocks?
7. Why did Ramana Maharshi not allow anyone to kill snakes?
8. Who told stories to Lucy?

**C2. Discuss with your friends and answer the following questions in four to six sentences each.**

1. Describe Ramana Maharshi's love for animals.
2. What did Ramana Maharshi say about killing of snakes?

## Language Exercises

**L1. Fill in the blanks with the ‘\_\_\_\_\_ ing’ form of the verbs given in the box. Check the spelling of the new words.**

(Play, swim, read, dance, run)

1. The boys are \_\_\_\_\_
2. I like \_\_\_\_\_ cricket.
3. The fish is \_\_\_\_\_ in the water.
4. Nalini is \_\_\_\_\_ the newspaper.
5. The girls are \_\_\_\_\_

**L2. Rearrange the words to frame meaningful sentences.**

All the sentences begin with ‘Ramana Maharshi’.

1. sage / a / Ramana Maharshi / was
2. animals and birds/ Ramana Maharshi / loved
3. people / to kill / never allowed / snakes / Ramana Maharshi
4. first / animals/ fed / the / Ramana Maharshi

**L3. Sit in pairs and exchange your ideas about the pet animals you have at home. Make sure you use present tense while doing so.**

**L4. Speech sounds.**

Sound that ‘ring’: m, n and ng. Say a long ‘ng’. Where is the back part of your tongue?

Practise making ‘ng’ sound - ‘ring’.

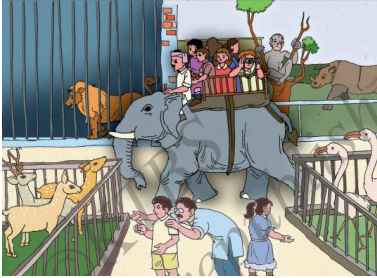
Now, say these lines aloud.

Ding - dong! Sing a song!

Drumming, humming, humming, and drumming.

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## POETRY - THE ELEPHANT



The elephant's big!  
The elephant's grey!  
The elephant walks  
For miles each day

His trunk is long  
And O what fun!  
When it comes out  
For a cake or bun.

The elephant's big  
His ears are wide,  
His back is broad  
For all to ride.

The elephant's big!  
He's kind too.  
He carries the children

Round the zoo.

### **Words to know**

Wide: broad

Ride: to travel on,

Kind: helpful, caring

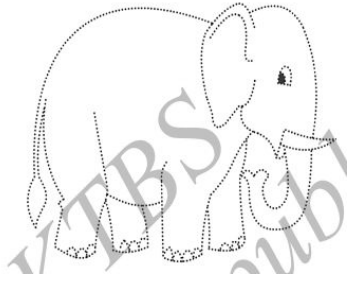
### **Comprehension**

#### **C1. Answer the following questions.**

1. What colour is the elephant?
2. How long does the elephant walk each day?
3. How is the elephant's trunk?
4. What does the trunk come out for?
5. Many people can ride on the elephant. Why?
6. Where does the elephant take the children?
7. Say the following pairs of words together: grey-day, fun-bun, wide-ride, and too-zoo.

### **Activity**

**A1. Complete the dotted picture of the elephant given below. Write the names of the different parts. Discuss with your partner and make four sentences. One is done for you.**



1. The elephant has small eyes.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Animals are my friends and I don't hunt my friends. --George Bernard Shaw

## UNIT-2: PROSE TRUE FRIENDSHIP

### Warm-up Activity:

**Task A:** All of us have friends. Who is your close friend? What is special about your friend? Share it with your partner.

**Task B:** Listen to your teacher, reading the story of Krishna and Sudhama. (Listening text on page 22)

**Task C:** Remember the story of Krishna and Sudhama. Underline the words in the given box that refer to the qualities of a good friend.

(Cunning, helpful, angry, understanding, bad, Generous, kind, rude, sensitive, impatient)

Once upon a time in the city of Syracuse lived two friends, Damon and Pythias. Both of them were lovers of truth. However, their king, Dionysius was an evil-minded ruler. One day, the king heard that Pythias had called him cruel and had said something against him. So he got very angry. He announced that Pythias would be punished for this and hanged.



(In the court of King Dionysius. Dionysius is on the throne. Pythias' hands are tied behind. Soldiers are on his either side.)

**Pythias:** O King! Please allow me to go and meet my old mother and my sister, before I die. I must arrange for my sister's marriage and bid goodbye to my mother. After that I will return. This is my last wish.

**King Dionysius:** Impossible, I cannot grant your wish. How can I be sure that you will return? (Damon enters the scene)

**Damon:** Sir, I'm Damon and a true friend of Pythias. Please let him go to fulfil his last wish. I will remain in your custody until he returns.

**King Dionysius:** All right Pythias, but on one condition – I will fix the day and the hour of your return. If you do not return in time, your friend Damon will have to die instead of you.

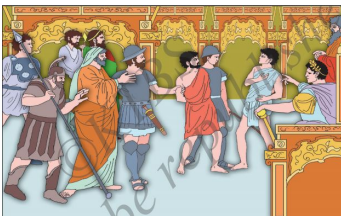
So, Pythias was granted his last wish. He went home, completed his work and hurried back to Syracuse. He had to face many dangers and so he was delayed. On the fixed day, Pythias had not returned. As a result, Damon was taken to be hanged.

(In the court of King Dionysius. Dionysius is on the throne. Damon's hands are tied behind. Soldiers are on his either side.)

**King Dionysius:** Where is your friend now, Damon? He has left you here to die. I'm certain that he will not return. You are a fool to be here, in his place.

**Damon:** You are mistaken. I know that Pythias will keep his promise. He will be back in time. Even if he does not come back, I will be happy to die in his place as I love him dearly.

(Pythias enters the court hall running, gasping for breath. Damon embraces Pythias and weeps)



**Pythias:** I have come, please do not kill Damon. I have come back to take the punishment. Please hang me.



**Damon:** No, please hang me. If he were to be late, then I would have been hanged. So I am to be punished.

(Both of them argued for some time. At last ...)

**King Dionysius:** Never in my life have I seen such friendship. Both of you have kept your promises. I am happy to know that such friendship exists. I set you both free!

**Words to know:**

**Syracuse (ಸಿರಾಕ್ಯುಸ್):** a city in ancient Greece

**Pythias:** ಪಿತ್ಯಾಸ್

**Evil-minded:** having bad or cruel thoughts

**Impossible:** something that cannot happen

**Certain:** sure

**Fulfil:** to do what is hoped for

**Loyalty:** staying firm in friendship

**Execution:** putting to death

## Vocabulary

**V1. Fill in the blanks with the words given in the brackets.**

(Delayed, evil-minded, promises, break his word, imprisoned, and delighted)

1. Dionysius was a \_\_\_\_\_ ruler.
2. Damon was to be \_\_\_\_\_ until Pythias returned.
3. Pythias faced many dangers while he was returning and was \_\_\_\_\_
4. Damon was sure that his friend would never \_\_\_\_\_

5. Pythias and Damon kept their \_\_\_\_\_

**V2. State whether the following statements are true or false. Write ‘T’ for correct and ‘F’ for incorrect sentences in the space provided. Correct and rewrite the incorrect sentences.**

1. Damon and Pythias were lovers of truth. \_\_\_\_\_
2. Dionysius was a kind ruler. \_\_\_\_\_
3. Damon wanted to settle his family affairs before he died. \_\_\_\_\_
4. The king was sure that Pythias would return. \_\_\_\_\_
5. Damon was ready to die for his friend. \_\_\_\_\_
6. Pythias reached in time to save his friend. \_\_\_\_\_

### **Comprehension**

**C1. Answer the following questions.**

1. Where did Damon and Pythias live?
2. Who was the ruler of Syracuse?
3. Why did the king want to punish Pythias?
4. What did Pythias wish to fulfil before he died?
5. What was the condition laid down by the king?
6. Why was Pythias delayed while returning?
7. What did both the friends argue over?
8. Why did the king set both of them free?

**C2. Discuss with your friends the following questions and answer each of them in four to six sentences.**

1. How do you know that Damon and Pythias were good friends? Give some examples from the story.
2. What made the king change his decision at the end?

## Language Exercises

**L1. Discuss in pairs and fill in the table with the things that you find in your house. One is done for you.**

Drawing Room	Kitchen	Bathroom	Bedroom
	stove		
table			pillow
		soap	

**L2. Write about yourself in complete sentences.**

My name: \_\_\_\_\_

My father's name: \_\_\_\_\_

My mother's name: \_\_\_\_\_

My date of birth: \_\_\_\_\_

My place of birth: \_\_\_\_\_

My school's name: \_\_\_\_\_

**L3. Speech sounds**

‘U’ as in ‘up’.

See that your teeth are kept well apart.

Say:-

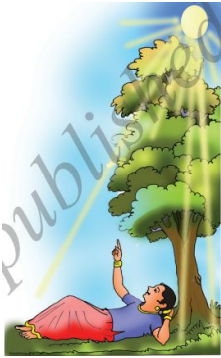
Get up early, take a tub;  
Scrub yourself and briskly rub  
Mug of milk and buttered bun;  
Kiss your mother, off you run.  
I say 'mug' not 'moog'.  
Do not say 'toob' but 'tub'.

**Now, say these words aloud.**

(Upon, punish, must, until, return, result.)

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## POETRY – FRIENDS



How good to lie a little while  
And look up through the tree!  
The sky is like a kind big smile  
Bent sweetly over me.

The sunshine flickers through  
The lace  
Of leaves above my head,  
And kisses me upon the face  
Like Mother, before bed.

The wind comes stealing o'er  
The grass  
To whisper pretty things;  
And though I cannot see him  
Pass,  
I feel his careful wings.

So many gentle friends are near  
Whom one can scarcely see,  
A child should never feel a fear  
Wherever he may be. - Abbie Farwell Brown

### **Words to know**

**Lie:** to sleep on the back; face upwards

**Flickers:** shines dimly

**Lace:** a decorative cloth which is made by weaving

**Steal:** to take something without permission

**Whisper:** to speak quietly, in a low voice

**Gentle:** mild and kind

**Scarcely:** rarely

### **Comprehension**

**C1. Discuss with your partner and answer the following questions.**

1. What does the child like to do?
2. Which rhyming word is there for 'lace' in the second stanza?
3. Why does the wind come to the child?
4. Who are some of the gentle friends of the child in the poem?
5. What does the sky look like?

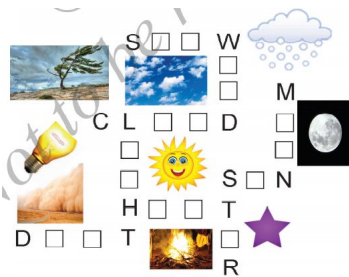
**C2. Match the words in column A with those in column B.**

<b>A</b>	<b>B</b>
----------	----------

1. Lie a little while	a) whispers pretty things
2. Sky	b) are near, whom one can scarcely see
3. Sunshine	c) and look up through the tree
4. Wind	d) flickers through the lace of leaves
5. Gentle friends	e) is like a kind, big smile

## Activity

**A1 Fill in the letters to complete the crossword puzzle. Use the pictures as clues. (Please take help from your teacher)**



S \_ \_ \_ \_ W

W \_ \_ \_ \_ D

C L \_ \_ \_ \_ D

M \_ \_ \_ \_ N

L \_ \_ \_ \_ H T

S \_\_\_\_\_ N

H \_\_\_\_\_ T

D \_\_\_\_\_ T

S T \_\_\_\_\_ R

## Listening Text

### Friends: Krishna and Sudhama

Lord Krishna and Sudhama were childhood friends who had been at Sandipani's Gurukula as boys. As time passed, the friends went their separate ways. Sudhama and his family lived in utter poverty.

One day, Sudhama's wife said "Why don't you go and meet Krishna, Lord of Dwaraka? He will surely help you if he loves you as a friend." Sudhama felt bad at the thought of asking Krishna for help, but he decided to go as he wanted to meet his beloved friend. He wanted to carry some small gift for Krishna, so his wife gave him a small bundle of 'Poha' (beaten rice or avalakki), and Sudhama set off on his journey.

After a tiring journey, Sudhama reached Krishna's palace. He waited before he went in, as he was not sure if Krishna would remember him. Just then, Krishna rushed forward and hugged Sudhama. He washed Sudhama's feet with his own hands. People were surprised and wondered who Krishna's poor guest was.

They chatted happily about their childhood days. Krishna teased Sudhama saying, "What present have you brought for me?" When Sudhama was a little shy to give him the bundle of Poha, Krishna said, "The gift that you bring with such love means more to me than the most expensive gift in the world." Thus saying, he pulled out the little bundle from Sudhama's hands and opened it. "Oh! It's Poha, my favourite food" he said and started eating it with joy.



Sudhama spent the night at the palace and returned home the next morning. He realized that he did not ask Krishna for any help, but was very happy at the treatment he had been given. But what was he going to tell his wife?

Sudhama was in for a surprise. As he neared his house he saw that his old hut was transformed into a beautiful, big house. His wife and children came out to welcome him dressed in fine clothes. It was then that Sudhama realized that all this wealth was because of Lord Krishna and the friendship they shared.

### **Hard Work:**

Work hard to acquire knowledge, skills and wisdom. -Swami Vivekananda

## UNIT- 3: PROSE - THE CHILD WHO SAVED THE FOREST

### Warm- up Activity:

**Task 1:** Form a big circle. Start running in the circle. The teacher will say the name of an animal. If it is the name of a wild animal clap twice, if it is the name of a domestic animal clap once.

**Task 2:** Discuss in pairs how forests are useful to us. Later, mention at least two things that forests give us under each category. One has been done for you.

- a. Food items: fruits, \_\_\_\_\_, \_\_\_\_\_
- b. Shelter to animals: den, \_\_\_\_\_, \_\_\_\_\_
- c. Fuel/ other things: firewood, \_\_\_\_\_, \_\_\_\_\_

1. Prem lived with his parents in a small village near Bandipur forest. He had the good habit of taking an evening walk in the forest. After some days, he became friendly with the animals and birds in the forest.
2. One day, he came home from school looking sad. His mother asked, “What is the matter Prem?” He replied, “Ma, I have heard that many trees in the forest will be cut down. Where will the animals and birds go if the trees are cut?”



3. His mother knew that Prem loved trees, birds, animals and flowers so she said, “Why don’t you go to the forest with your friend Nasrin? Find out what has happened exactly.”
4. Prem took his friend Nasrin with him to the forest. They walked to their most favourite place in the forest. As they sat on the rock and looked around, Heera, the deer, came sprinting towards them.
5. Nasrin asked Prem, “What’s the matter? Why is the deer looking sad?” Prem replied that the trees in that forest would soon be cut down. And Heera must have heard about this. Both thought for a while, about where these animals would go.
6. Then, Prem looked at Nasrin and asked, “How can we stop the cutting down of trees?” Nasrin replied, “We will approach the authorities concerned to stop the cutting down of trees.” Both of them were very happy and returned to Prem’s house.



7. Prem told his mother about their plan. Prem asked his mother, “But who shall we complain to?” Mother replied, “Of course, to the President of Gramasabha”.
8. Prem wrote a letter to the president of Gramasabha and requested his parents and their friends to sign on it. They also took signatures of the people in the local community and those residing in nearby villages. Prem sent the letter to the president of Gramasabha. Very soon, he got a reply from the president of Gramasabha.
9. Dear Prem, “We are happy about the love you have shown towards nature. Your request for not cutting down trees in the forest has been accepted. We have decided not to cut down the trees in the forest. Now the plants, animals and birds will be safe”.



You may give this good news to all your friends and villagers.

Yours sincerely,

Smt. Rukmini Ramaiah

President of Gramasabha

10. That evening Prem went back to the village and assured the villagers that nothing would happen to the forest and the animals.

## **Words to Know:**

**Sprinting:** running very fast

**Authority:** people who have power

**Complain:** express dissatisfaction about something

**Delighted:** happy

**Appreciate:** praise

## **Vocabulary**

### **V1. Find one word for each of the following from the lesson.**

1. A place where wild animals live
2. A thing or person liked very much
3. To come back
4. To write back
5. Where there is no danger

### **V2. Rearrange the letters to get names of different trees.**

1. k a o
2. b b o a m o
3. m a l p
4. m e n e
5. e p i n
6. u c a e p y l t u s

.....

## **Comprehension**

**C1. Answer the following questions in two or three sentences each.**

1. Where did Prem and his family live?
2. Why was Prem sad?
3. What did Prem and his friend Nasrin do to solve the problem?
4. Whom did they write the letter to?
5. What was the complaint about?
6. Who signed the complaint?
7. What did the president of Gramasabha write back to Prem?

**C2. Discuss with your friends and answer the following questions in four to six sentences each.**

1. Describe Prem's love for the forest and the animals.
2. How did the president of Gramasabha praise Prem?
3. What do you learn from this lesson?

**Language Exercises**

**L1. Give the plural forms of the following words.**

1. deer
2. forest
3. friend
4. authority
5. community

**L2. Rewrite the following sentences using plural forms of the words given in brackets. Observe the change in the words.**

1. Where will the (animal) go if there are no (trees)?
2. The deer came sprinting towards (him).

3. (I) have good (habits).
4. The (community) that lived near the (forest) signed it.
5. (I) appreciate your love for (animal) and (bird).

### **L3. It's speaking time.**

Sit in pairs and discuss about your favourite animal and why you like it.

You could begin like this: My favourite animal is the lion. It is the king of the forest...

### **L4. Speech sounds**

Listen to your teacher not pronouncing some letters in the given words. Such letters are silent letters.

E.g. Iron, should, could, would, know, knife, knee, comb.

- Which letters are not pronounced in the above list of words?
- List some more words that have silent letters in them.

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## POETRY: TAMARIND



Nobody knows where my Tamarind stood  
Just by a winding lane.  
Each year it gave me fruit and shade, and drew  
Me to my home again.

I loved to sit beneath her shady boughs,  
And rest up for a while,  
To gaze out upon the distant blue hills,  
With laughter and a smile.

And now that I'm back, I'm eager to find,  
My tamarind again.  
I hasten down to that favourite spot,  
I search... but search in vain.

Then I stop and I stare; I stand quite still  
I listen to my heart.  
That magnificent tree, that was my life,  
Has just been ripped apart.





I turn to the hills, my eyes filled with tears  
For sure, I've lost my soul.  
Where once it stood tall, there's nothing there now,  
Merely an empty hole. -Anonymous

**Words to Know:**

**Boughs:** branches

**Drew:** past tense of draw; to pull, to attract

**Eager:** keen to do something, excited about something

**Hasten:** to move quickly

**Merely:** only as described and nothing more

**In vain:** without success

**Winding:** going in curves or twists

**Magnificent:** great, wonderful

**Comprehension**

**C1. Answer the following questions in two or three sentences each.**

1. What does the tree give each year?
2. Where does the poet love to sit?

3. Did the poet find the tree after coming back? Why?
4. What does the poet do seeing an empty hole?

### **Activity**

**A1. Walk around your school and home and find out the names of the trees you see around you.**

“You have to dream before your dreams can come true.” --Abdul Kalam

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## UNIT -4: THE BOSS WHO CARES

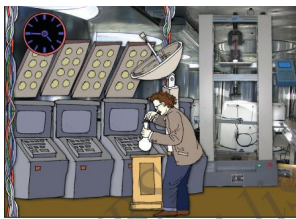
### Warm-up Activity:

**Task A:** With the help of your teacher try to know what work has been done in Indian Space Research Organisation (ISRO) and the Defense Research and Development Organisation (DRDO)?

**Task B:** Look at this word – SATELLITE. How many smaller words can you make from this one word?

Sat, salt, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

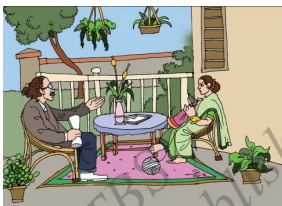
At Thumba Space Centre there were about seventy scientists. They were all involved in developing rockets. This was an adventurous task. And this took a lot of time. There was so much of work that really made them restless. They worked right from morning till night and sometimes they left for home at midnight. But they were all happy to work under their boss and did not think of quitting the job.



One day, one of the scientists came to his boss and asked, “Sir, I have promised to take my children to the exhibition in town today. Will you please allow me to leave the office at half past five in the evening?” His boss replied, “All right, you’re permitted to leave the office early today”. The scientist was happy and started working. He was so busy working that he never even bothered to look at his watch. After the day’s work was

Completed, he looked at the watch and it was half past eight in the evening. He looked for his boss. The boss was not there. As he had told the boss in the morning itself, he closed everything and left for home.

On the way home, he remembered the promise he had made to his children. He felt sad for disappointing them. He wondered how he would calm his wife.



The scientist reached home. He found that the children were not there. He saw his wife sitting alone in the hall, knitting. He expected that his wife would verbally jump on him. But she asked him calmly, “Would you like to have a cup of coffee or shall I straightaway serve dinner, if you are hungry?” He was surprised at this and replied, “I would like to have some coffee, and you too must have with me. Before that, tell me where the children are”. She said, “Why, don’t you know? Your boss came here at quarter past five and has taken the children to the exhibition.”

This was what had happened. The boss, who granted the scientist permission, saw him working seriously at five in the evening. He thought to himself, “This person will not leave the work, but if he has promised his children a visit to exhibition, they should enjoy.” So he decided to take them himself.



That is why all the scientists at Thumba work under their boss, even though the workload is too much.

By the way, can you guess who the boss was? He was none other than Dr. A. P. J. Abdul Kalam.

### **Words to Know:**

**Thumba:** a village near Thiruvananthapuram in Kerala

**Space Centre:** a place where studies are conducted about outer space

**Involved:** engaged

**Rocket:** a vehicle used to put a satellite into space

**Adventurous:** daring (ಸಾಹಸದ)

**Quitting:** to leave the job

**Verbally:** orally, by using words

### **Vocabulary**

**V1. Choose the opposites of the following words from those given in brackets.**

1. Never X \_\_\_\_\_
2. Remember X \_\_\_\_\_
3. Happy X \_\_\_\_\_
4. Finish X \_\_\_\_\_

5. Quit X \_\_\_\_\_

(Sad, start, forget, always, remain)

**V2. State whether the following statements are ‘True’ or ‘False’.**

1. Dr. Abdul Kalam is presently the President of India \_\_\_\_\_
2. He took care of all the scientists. \_\_\_\_\_
3. He visited the exhibition because he liked it. \_\_\_\_\_
4. The scientists were happy to work under him. \_\_\_\_\_
5. Thumba is in Karnataka. \_\_\_\_\_

**Comprehension**

**C1. Answer the following questions in a sentence or two each.**

1. How many scientists were there at Thumba Space Centre?
2. What made them restless?
3. Where did one of the scientists want to take his children?
4. At what time was he permitted to leave?
5. When did the scientist leave the office?
6. What did he think on his way home?
7. How did his wife react when he entered the house?
8. What did she ask him?
9. Where were the children?
10. Who had taken them to the exhibition?
11. Who was the boss?

**C2. Discuss with your friends and answer the following questions in five to six sentences each.**

1. What do you understand by, “... it took a lot of time”? Explain.
2. What do you think the scientist thought on the way back home?

3. When the scientist returned home, his wife was very calm. The scientist did not expect this. Why?
4. What do you want to say about the boss?

### **Language Exercises**

#### **L1. Fill in the blanks with the correct verb forms of the words given in brackets.**

1. Dr. Abdul Kalam \_\_\_\_\_ (To be) the President of India.
2. Under the leadership of Dr. Abdul Kalam, India's missile programme \_\_\_\_\_ (Develop) well.
3. Dr. Abdul Kalam \_\_\_\_\_ (Say) that the youth \_\_\_\_\_ (Shall) dream of a developed India.
4. Dreams must be \_\_\_\_\_ (Fulfil) through hard work.
5. Dr. Abdul Kalam \_\_\_\_\_ (Work) hard as a student.

#### **L2. Sit in pairs and say to your partner what you did yesterday. And your partner will say the same to you.**

Begin like this - I got up at six in the morning...

#### **L3. Speech sounds**

There are two sounds of 'th'.

'Th' as in 'bath' - ತ್ಥ

'Th' as in 'mother' - ಥ್ಥ

Look at Thanu. What a girl?

Something in her tickles people to mirth.

See her father and mother.

And Karthik, her brother

There's no one like them on the earth.

**Pick the two sounds of 'th' from the lesson, 'The Boss Who Cares'.**



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## POETRY: BELIEVE



Believe in Love

Believe in Faith

Believe in Truth

Believe that no matter what happens, you have the power to prevail.

Believe in Strength

Believe in Courage

Believe in Honour

Believe that everyone has the power to be good at heart.

Believe in Song

Believe in Dance

Believe in Culture

Believe that no matter who you are or where you're from, everyone is unique.

Believe in Time

Believe in Forever

Believe in YOU

Believe that as long as you believe in yourself anything is possible. -  
Chelsea Varvaro

**Words to Know:**

**Prevail:** achieve something

**Unique:** only one of its kind

**Comprehension**

**C1. Discuss with your partner and answer the following questions.**

1. List at least five things in which the poet wants us to believe.
2. In what should you believe to be good at heart?
3. What makes everyone unique?
4. What happens when you believe in 'you'?

**Activity**

**A1. Discuss in pairs and add three more items of your own.**

1. I believe in happiness.
2. I believe in \_\_\_\_\_
3. I believe in \_\_\_\_\_
4. I believe in \_\_\_\_\_

**Conviction:**

Have conviction in the power of goodness, purity and honesty. –Swami Vivekananda

## UNIT-5: PROSE - SHABALE (SABALA)

### Warm-up Activity:

**Task A: Re-arrange the following words in the correct order to form meaningful sentences.**

1. Are / beings / Animals / living \_\_\_\_\_
2. Us. / Animals / feel / also / like \_\_\_\_\_
3. Useful / us. / to/ are / Animals \_\_\_\_\_

**Task B: How do you think that a cow is a useful animal? Discuss with your partner.**

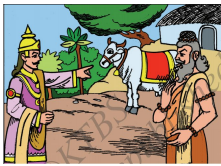
1. Once there was a sage whose name was Vasishta? He lived in a forest. Vasishta had a cow by name Shabale (also known as Nandini, daughter of Kamadhenu, the Heavenly Cow). Whenever Vasishta asked her for anything, such as food, drink or clothes, she would give them to him. Both of them lived happily in the forest.



2. One day, Kaushika, a powerful king, and his soldiers came to the forest. They were hunting. They saw a small hut and decided to rest there for some time. When they came near the hut, Vasishta greeted Kaushika and his men. He prayed to Shabale to give his guests a tasty meal. In minutes, Shabale gave them a tasty meal. Kaushika was impressed by Shabale's special gift. He wanted to take Shabale to his

palace. So, Kaushika asked Vasishta to give Shabale to him in exchange for ten thousand cows.

3. But, Vasishta refused. Kaushika even offered his entire kingdom and asked for Shabale, but Vasishta still refused. He said, “Shabale belongs to the gods and goddesses and she should not be misused”. Kaushika decided to take Shabale by force. He put a rope around Shabale’s neck and dragged her, but she was not willing to go with the king.



4. Shabale saw her master’s helplessness. She decided to teach Kaushika a lesson. She freed herself, ran and stood next to Vasishta. She underwent an amazing change. Fire gushed out of her eyes. Her head and neck grew larger. Balls of fire came out from her tail. Many soldiers came out from her mouth, udder and her sides. These soldiers chased Kaushika and his men out of the ashram. But they did not kill anyone.



5. Kaushika realized that he was not powerful enough and could not win anything by force. He left his kingdom and went into the forest to become a sage. After many years of prayer and meditation he became

a true sage and came to be called Vishwamitra. Vishwamitra means 'the friend of the world'.

**Words to Know:**

**Sage:** hermit

**Greet:** welcome

**Entire:** complete, whole

**Drag:** to pull forcefully

**Amazing:** surprising

**Udder:** part of the cow where milk is stored

**Chased:** drove

**Wisdom:** knowledge, learning, sound judgment

**Devotion:** great love for god

**Meditation:** praying with concentration

**Gushed:** to flow or burst out

**Greedy:** desiring more than you need

**Vocabulary**

**V1. Are these sentences right or wrong?**

1. Vasishta lived in a forest.
2. Kaushika did not ask Vasishta to give Shabale to him.
3. Kaushika decided to take Shabale by force.
4. Finally Shabale went with Kaushika.

## **V2. Tick the correct word.**

1. Shabale was also known as \_\_\_\_\_
  - a. Nandini
  - b. Kamadhenu
  - c. Surabhi.
  
2. Kaushika was a \_\_\_\_\_
  - a. Sage
  - b. soldier
  - c. king
  
3. Who wanted to take Shabale to his palace?
  - a. Vasishta
  - b. Kaushika
  - c. Valmiki
  
4. Kaushika put a \_\_\_\_\_ around Shabale's neck and dragged her.
  - a. Rope
  - b. thread
  - c. cover

## **Comprehension**

**C1. Answer the following questions and share your answers with your partner. Then write.**

1. Who was Vasishta?
2. Where did he live?

3. What was special about Shabale?
4. What did Kaushika ask Vasishta?
5. What did Kaushika realize?

**C2. Read the sentences and put them in the appropriate columns.**

1. She gave him food, drink, clothes etc.
2. She underwent an amazing change.
3. She was producing fierce warriors to protect her master.
4. Her head and neck grew larger.
5. Balls of fire came out from her tail.
6. Many soldiers came out from her mouth, udder and her sides.

Shabale with Vasishta	Shabale with the king Kaushika

**Language Exercises**

**L1. Write the past tense forms of:**

1. pray \_\_\_\_\_
2. drag \_\_\_\_\_
3. refuse \_\_\_\_\_
4. give \_\_\_\_\_
5. ask \_\_\_\_\_
6. go \_\_\_\_\_
7. order \_\_\_\_\_
8. kill \_\_\_\_\_



**L2. Discuss with your partner and complete the passage using the correct form of the verbs given in brackets:**

One morning, a king \_\_\_\_\_ (Go/ went) to a village. He \_\_\_\_\_ (See/ saw) an old woman planting mango saplings. She \_\_\_\_\_ (Look/ looked) weak and tired. The king \_\_\_\_\_ (Ask/ asked) her how many years it would take for the sapling to grow and give fruit. The old woman \_\_\_\_\_ (Replied/ reply) that it would take around ten years. The king \_\_\_\_\_ (Ask/ asked) if she would be alive to eat them. She \_\_\_\_\_ (Said/ say) that she \_\_\_\_\_ (is/ was) not planting them for herself, but for others. The king \_\_\_\_\_ (feel/ felt) happy and \_\_\_\_\_ (gave/ give) her a silver mango. She \_\_\_\_\_ (thanked/ thank) the king and \_\_\_\_\_ (Smile/ smiled).

**L3. In pairs read the following dialogues with expressions:**

**1. Soldier:** My Lord, we're tired. We have been in the forest for such a long time.

**King:** Yes, what shall we do?

**Soldier:** Why don't we rest for a while?

**King:** We could, but where?

**Soldier:** (looks ahead) I see some huts ... There seems to be a small group of people living. It looks like a hermitage. Shall we go there?

**King:** Yes, let us make our way to the hermitage and meet the sage who lives there.

**2. Vasishta:** Welcome. Please come in, King Kaushika. My people and I are happy that you have come to my hermitage.

**King:** It is an honour to be with you, great sage.

**Vasishta:** Your men and you look tired. You need food and rest. Please be my guests.

**King:** I would not like to trouble you. My whole army is with me and you'll find it hard to look after so many of us. We'll rest for some time and leave.

**Vasishta:** Please stay. I'll be able to take care of all of you. (He speaks to the sacred cow). My dear Shabale, the king and his men are tired and hungry. Help me to give them a hearty meal.

**Shabale:** Oh great sage, I'm here to serve you. I'll do as you say and give King Kaushika and his army a meal that they will never forget

#### **L4. Speech sounds**

'O' as in 'go'.

Keep your teeth well apart and the lips rounded.

Say,

Not a word Joe spoke

He could only croak

With a moan and a groan

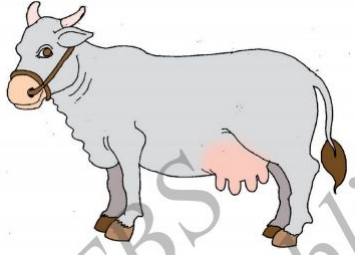
When he choked on a bone

It's no joke to choke

With a bone in your throat

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## POETRY - THE COW



The friendly cow all red and white  
I love with all my heart  
She gives me cream with all her might  
To eat with apple-tart.

She wanders lowing here and there,  
And yet she cannot stray,  
All in the pleasant open air,  
The pleasant light of day.

And blown by all the winds that pass  
And wet with all the showers,  
She walks among the meadow grass  
And eats the meadow flowers. --Robert Louis Stevenson

### Words to Know:

**Cream:** ಕೆನೆ

**Might:** strength

**Apple tart:** apple cake

**Wanders:** goes here and there without any aim

**Lowing:** sound made by cows

**Stray:** deviate

**Pleasant:** nice

**Meadow:** grassland

### Comprehension

**C1. Answer the following questions and share your answers with your partner. Then write the answers in your notebook.**

1. What does the cow give us?
2. Where does she walk?
3. What does she eat?
4. 'In what kind of air' does the cow wander?
5. Who has written this poem?

### Activity

**A1. Match the animals with their sounds:**

A	B
1. A cow	a. trumpets
2. A cat	b. bleats
3. A dog	c. moos

4. A sheep	d. barks
5. An elephant	e. mews

**A2. List these animals under Domestic Animals and Wild Animals:**

(Fox, tiger, dog, cow, elephant, bear, sheep, goat, lion, ox, buffalo, giraffe)

**Domestic Animals**

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**Wild Animals**

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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## UNIT-6: PORSE - DIGNITY OF LABOUR

### Warm-up Activity:

**Task A:** Discuss with your partner the different kinds of professions.

**Task B:** You must have seen your mother and father work at home and outside. They work hard from morning till night. Make a list of the work each one does.

No.	Mother	No.	Father
1.	cuts grass	1.	ploughs the field
2.		2.	
3.		3.	
4.		4.	
5.		5.	

lived a rich businessman. He had a lazy son. The father wanted his son to be big and responsible. He wanted his son to realize the value of labour.

The father called his son and said, “Today, I want you to go out and earn. Otherwise you won’t be given food tonight.”



y was not used to doing any kind of work. This demand by his father scared  
nt crying to his mother. Her heart melted at the sight of tears in her son's  
ive him a gold coin. In the evening when the father asked him what he had  
howed the gold coin. The father asked him to throw it into the well in front  
se. The son did as he was told.

vas a man of wisdom. He guessed that the gold coin was given by his wife.  
y, he sent her to her parents' house. He ordered his son to go out and earn  
This time the sister gave him a rupee coin. The boy showed his father the  
ther asked him to throw that coin too into the well. The son did so.

ealized that yet again someone had helped the boy. He sent his daughter back  
vs' house. He again asked his son to go out and earn something, else he  
e given supper.

ere was no one to help the boy. He went to the market in search of work. A  
offered him two rupees for carrying his bag to his house. The boy accepted  
e was sweating a lot by the time he finished the work. His feet were  
nd his neck and back were aching.



home and handed the two-rupee coin to his father. His father asked him to throw the money into the well. The boy cried out in pain and said, “Father, I earned this money. My body is aching, my palms have rashes and you are asking me to throw my money into the well!”

The father was happy. His son had realized the value of hard work. The son decided never to be lazy. The father handed over the keys of his shop to the son.

### **Words to Know:**

**Lazy:** one who does not want to work?

**Responsible:** one who can take up work and finish it

**Realize:** become aware or understand something

**Labour:** hard work

**Scared:** get frightened

**Melt:** get softened

**Wisdom:** knowledge

**Supper:** meal eaten at night

**Accept:** agree

**Tremble:** shake due to fear or excess work

**Ache:** pain

**Rashes:** red marks on the skin



## Vocabulary

**V1. Write the other genders of the words which are given in brackets, and complete the sentences.**

1. Raju's (**father**) and \_\_\_\_\_ went to the market.
2. My (**uncle**) and \_\_\_\_\_ came to our house.
3. My (**grandfather**) and \_\_\_\_\_ go for a walk.
4. (**Boys**) and \_\_\_\_\_ play in the playground.
5. The (**wife**) was cool and calm but her \_\_\_\_\_ was tense.

**V2. Match the following:**

<b>A</b>	<b>B</b>
1. Businessman	a) two rupees
2. Mother	b) rich
3. Sister	c) gold coin
4. Son	d) one rupee
5. Shopkeeper	e) lazy

**V3. Some words are given below. They refer to the father and the son in the lesson. Select the appropriate words and write them in the right column:**

(Scared, lazy, wise, guess, tears, sweat, happy, rashes, strict, ache, value, of, hard, work, promised)

**Father:** \_\_\_\_\_

**Son:** \_\_\_\_\_

### **Comprehension**

**C1. Answer the following questions and share your answers with your partner. Then write.**

1. What kind of a boy was the businessman's son?
2. What did the businessman tell his son?
3. Why did the mother give her son a gold coin?
4. What did the father ask the son to do with the coins?
5. Why did the son go to the market?
6. How did he earn two rupees?
7. Why was the boy not ready to throw the two-rupee coin into the well?

**C2. Discuss with your friends and answer the following questions in four to six-sentences each.**

1. Describe the attitude of the boy towards work.
2. "... You are asking me to throw my hard earned money into the well!"  
Explain the feelings of the boy when he said this.

### **Language Exercises:**

**L1. The mark (') is an apostrophe which shows where the letters are left out. Now read after the teacher:**

1. Cannot – can't
2. Do not – don't

3. There is – there's
4. We will – we'll
5. They have – they've
6. Who is – who's
7. Do not – don't
8. You are – you're
9. Is not – isn't

**a) Write the short forms for the following:**

1. Has not- ...
2. Are not- ...
3. Have not- ...
4. They are- ...
5. I will- ...

**b) Write the full forms for the following:**

1. Weren't- ...
2. Doesn't- ...
3. I've - ...
4. What's- ...
5. She'll - ...

**L2. Speech sounds**

'Oi' as in 'oil'.

A noise irritates a boy

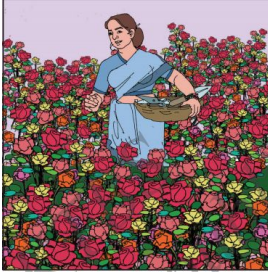
But doesn't his temper boil.

Now, say these words.

Boil, coil, soil, spoil, coin, join, voice, choice.

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## POETRY - RESULTS AND ROSES



The man who wants a garden fair,  
Or small or very big,  
With flowers growing here and there,  
Must bend his back and dig.

The things are mighty few on earth  
That wishes can attain.  
Whate'er we want of any worth  
We've got to work to gain.

It matters not what goal you seek  
Its secret here reposes:  
You've got to dig from week to week  
To get Results or Roses. --Edgar A. Guest

### **Words to Know:**

**Attain:** to reach or succeed in getting something; to achieve

**Repose:** to rest or stay

**Seek:** to try to find or get something

**Fair:** beautiful

### **Comprehension**

**C1. Answer the following questions and share your answers with your partner. Then write.**

1. What do these words from the poem refer to: fair, small, big?
2. What does this poem mean?
3. What should the man (you) do to get beautiful roses?
4. Who is the poet of this poem?

### **Activity**

**A1. Complete the sets of rhyming words. One has been done for you.**

Fair, big, worth, reposes, attain, seek, there

**A2 Identify the words from the jumbled letters. One is done for you.**

- a. Mslal - small
- b. Forelsw - \_\_\_\_\_
- c. Ogla - \_\_\_\_\_
- d. utrlses - \_\_\_\_\_
- e. cabk - \_\_\_\_\_
- f. renagd - \_\_\_\_\_

## UNIT-7: PROSE - A GREAT COACHMAN

### Warm-Up Activity:

**Task 1:** What do you want to be when you grow up? Why do you want to become thus? Discuss with your friends.

**Task 2:** A. Name some of your family members whom you think are great.

B. Name some great men of our country.

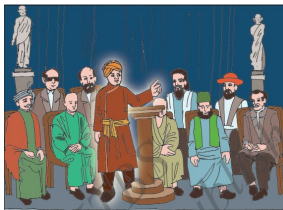
1. A little boy jumped out of the coach. He ran to his mother. He pointed to the coachman and said, “Mother, I want to be a coachman like him. How nice it is to drive a coach!”



2. His mother smiled, and wisely said, “Naren, if you want to be a coachman, you can. But you should be a coachman like Krishna who guided Arjuna and show the path to the innocent people of the universe”. Little Naren could not understand his mother’s words quite clearly. Later on he became what his mother wished for. Narendra became famous as Swami Vivekananda.
3. Narendra was born on January 12, 1863. His parents were Vishwanath Dutta and Bhuvaneshwari Devi. They considered the child was a gift from Lord Veereshwara. So they named the child Veereshwara. Later they gave him the name Narendranath Dutta. He was sent to school at

the age of six. He read stories from Ramayana and Mahabharata. He had a desire to study more and become a scholar. He wanted to see God.

4. Later he met his real guru Ramakrishna Paramahansa and experienced God. He stayed with Ramakrishna Paramahansa for a few years. Then he became a wandering monk, visiting different places in India. He spoke to the people about the importance of education. He said that education should develop a complete human being. He fought against social evils like caste system, superstitions, and so on.



5. Swami Vivekananda went to the United States of America (USA) in 1893. He made a great speech in the Parliament of Religions at Chicago. He said that all religions in the world preached the same truth. Therefore everyone in the world should develop a sense of brotherhood and love each other. He came back to India and began to teach tolerance and love.
6. He established the Belur Math in Calcutta, which became the centre of Ramakrishna Mission. The main motto of Ramakrishna Mission is “Work is Worship”. He lived for only 39 years, but his achievements are great. He made the world understand that India was a great country.
7. Vivekananda’s words guide us even today.

### **Words to Know:**

**Coach:** horse-drawn carriage

**Desire:** wish



**Scholar:** a learned person

**Wandering:** moving from place to place

**Monk:** a holy man

**Social evils:** evils that affect the society, ಸಾಮಾಜಿಕ ಪಿಡುಗುಗಳು

**Caste system:** different groups in the society

**Superstitions:** blind faith, ಮೂಢನಂಬಿಕೆಗಳು

**Religions:** systems of faith and worship

**Brotherhood:** a feeling that all belong to a family and are brothers and sisters, ಸೋದರಭಾವ

**Motto:** That expresses the aims and beliefs of a person,

**Achievements:** great works

## Vocabulary

**V1. Make as many words as possible from each of the words below.**

UNDERSTAND - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

EXPERIENCE - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**V2. Fill in the blanks with suitable words, choosing them from the box below.**

(with, to, under, for, on)

A mouse ran \_\_\_\_\_ the wall and hid \_\_\_\_\_ the table. I poked it  
\_\_\_\_\_ a stick. It jumped \_\_\_\_\_ the stool and was there \_\_\_\_\_

sometime. Later it ran out and disappeared.

## **Comprehension**

### **C1. Answer the following questions in two to three sentences each.**

1. What did Naren tell his mother one day?
2. What picture did the mother show him?
3. When was Naren born?
4. Who was Narendranath's guru?
5. What is the motto of Ramakrishna Mission?

### **C2. Discuss in groups and answer the following questions in five to six sentences each.**

1. "... You should be a coachman like Krishna." What did Naren's mother mean?
2. What did Vivekananda tell in the Parliament of World Religions at Chicago?
3. Collect pictures of Swami Vivekananda and write about Swami Vivekananda's life.

## **Language Exercises**

### **L1. Fill in the blanks with the correct words given in brackets.**

1. I went \_\_\_\_\_ (In/ into) the park.
2. I saw a lot \_\_\_\_\_ (Of / off) children playing \_\_\_\_\_ (On/ in) the playground.
3. A little girl wanted \_\_\_\_\_ (Too/ to) read a book.
4. Her parents asked her to go \_\_\_\_\_ (Out/ in) and play.
5. But she said that she would continue \_\_\_\_\_ (to/ for) sit in her room and read a book.

**L2. Complete the following dialogue.**

“Hello Nayana, where \_\_\_\_\_?”

“I’m going to the doctor.”

“Why \_\_\_\_\_? “Who is \_\_\_\_\_?”

“My mother \_\_\_\_\_ stomach ache.”

“Will you come to school?”

“Yes, I’ll get some medicine and then \_\_\_\_\_”

**L3. Speech sounds.**

‘Oo’ as in ‘school’.

Say this aloud.

Linda is dressed in blue

Brinda too is dressed in blue

Blue is lovely too

You know it is true

Brinda looks best in blue.

**Say these words:**

Moon, toon, soon, spoon, glue, true.

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## POETRY- PAPER BOATS



Day by day I float my paper boats one by one down the running stream.

In big black letters I write my name on them and the name of the village where I live.

I hope that someone in some strange land will find them and know who I am.

I load my little boats with shiuli flowers from our garden, and hope that these blooms of the dawn will be carried safely to land in the night.

I launch my paper boats and look up into the sky and see the little clouds setting their white bulging sails.

I know not what playmate of mine in the sky sends them down the air to race with my boats!

When night comes I bury my face in my arms and dream that my paper boats float on and on under the midnight stars.

The fairies of sleep are sailing in them, and the lading is their baskets full of dreams.

--Rabindranath Tagore

**Words to Know:**

**Stream:** flowing water

**Strange:** unknown

**Shiuli flowers:** white and orange parijatha flowers

**Blooms:** bud opening into flower

**Dawn:** time of first sunshine

**Launch:** send

**Bulging:** swollen

**Playmate:** a friend

**Fairies:** beautiful, charming ladies who live in the other world

**Lading:** load

## **Comprehension**

**C1. Answer the following questions in two to three sentences each.**

1. How many boats did the child float?
2. Why did the child write its name on the boat?
3. What did the child load the boat with?
4. What did the child dream at night?

**C2. Pick out words or phrases from the poem that mean the following:**

1. Flowing water - S \_\_\_\_\_ m.
2. Flowers that blossom in the early morning – S \_\_\_\_\_ d.
3. Set the paper boats afloat - L \_\_\_\_\_ h.
4. Imaginary friend - P \_\_\_\_\_ e.

## **Activity**

### **A1. RIDDLE:**

I go up and down a lot,

Whether it is cold or hot

Sometimes I am on the ground

Other times I am in the clouds

My name rhymes with daughter

I am your friend named \_\_\_\_\_

**Ans:** Water

### **A2. Make a paper boat and decorate it.**

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## UNIT- 8: PORSE - CHILDREN OF COURAGE BRAVERY AWARDS

### Warm-up Activity:

**Task A:** Imagine you are walking home from school. You see a small boy sitting on a branch of a tree. There is a crack in the branch and the boy is about to fall. What would you do? Discuss with your partner.

**Task B:** Think of some stories that you have heard about accidents that have been prevented because of the brave acts of children. Tell your partner and share with the class.

Every year the Indian Council for Child Welfare (ICCW) awards children who have performed outstanding deeds of bravery; about 25 children below the age of 16 are given this award annually. The national awards for bravery began in 1957. The first award was given to a child who saved the life of the first Prime Minister of India - Jawaharlal Nehru.

Let us know how it all began.



1. On 2<sup>nd</sup> October 1957 India's first Prime Minister, Jawaharlal Nehru, was watching a performance at Delhi's Ramlila grounds in the Red Fort. A fire broke out in a shamiana through a short-circuit. Harish Chandra, a 14-year old scout, quickly took out his knife and cut the burning shamiana. This act saved the lives of hundreds of trapped people. Pt. Nehru was inspired by this to initiate the awards. He asked the authorities to honour brave children from all over the country. This tradition continues even today. Brave Harish Chandra became the first recipient of the award.

2. The Bravery Awards are announced on November 14th (Children's Day) and presented by the Prime Minister on the eve of the Republic Day. The awardees receive a medal, a certificate and cash as a token of appreciation of their valour. Some of them are also granted financial assistance to complete their higher education. On 26th January, they take part in the Republic Day Parade in New Delhi, riding atop decorated elephants.
3. The awards are given to acknowledge the extraordinary courage displayed by children in difficult situations. The awards also encourage children to use their presence of mind and show courage in real life. Some children have saved lives, some have helped the police in arresting criminals and some others have averted accidents. While doing these deeds some have even sacrificed their lives.
4. Let us come to know the brave acts of some of these young awardees, sometimes known as 'Brave Hearts'.
5. In 2008, six-year-old twins Gagan and Bhoomika J. Murthy of Bengaluru were honoured for saving an eighteen month old child. The twins were sitting in their father's car at the vegetable market in Madivala. They saw two bulls running towards each other. They saw the child lying in the bulls' path. The two immediately ran out and pulled the child away.
6. In 2008 another awardee was Rahul, a twelve-year- old balloon seller. He was an eye-witness to the blasts in New Delhi. The information that he gave about the men who planted bombs on one of the important roads helped the police in making sketches of the criminals.



7. Silver Kharbani of Meghalaya saved the life of her young cousin who was caught in a fire.
8. Vishal Suryaji Patil of Maharashtra saved a woman and her child from drowning.
9. Among the 21 children conferred with the National Bravery Awards for 2009 was thirteen-year-old Gaurav Singh Saini from Haryana. He saved 50-60 people during a stampede at Naina Devi Temple in Himachal Pradesh



10. Kumari Maibam Prity Devi of Manipur, aged 10, saved several lives. She used her bare hands to dispose a live grenade that was hurled at her mother's shop in Imphal. Her aim is to fight terror by joining the police force.
11. Ten-year-old Priyanshu Joshi from Uttarakhand is one of the award winners for 2010. He single-handedly fought off a leopard that was trying to attack his sister when they were on their way to school.
12. Eleven-year-old Gurjeevan Singh from Punjab helped to prevent a bank robbery by attacking the thieves with bricks. They opened fire, but he

escaped. The pistol slipped from their hands and others managed to catch the robbers.

13. Moonis Khan (15) from Madhya Pradesh received the award for saving an old man from a railway accident.

14. We salute these brave children.



### **Words to Know:**

**Shamiana-** decorated tent

**Initiate-** to begin something

**Incipient-** a person who receives something

**Eve-** evening, before the event

**Valour-** great courage

**Atop-** on the top of

**Confer-** to give somebody an award

**Averted-** avoided

**Stampede-** a situation in which a group of people suddenly start running

**Salute-** show of honour for somebody in public for their achievement

## Vocabulary:

### V1. Fill in the blanks with the words given in the box.

(Bravery, courage, unfortunate, ready)

It was \_\_\_\_\_ that Abhi and his friends met with an accident on the way to Nandi Hills. His friend Nitin showed \_\_\_\_\_ in saving them, when he pulled Abhi and two others out of the car. Nitin received an award for \_\_\_\_\_. He is always \_\_\_\_\_ to help his friends.

### V2. Match the following:

A	B
1. Gagan and Bhoomika J. Murthy	a. saved an old man from a train accident
2. Moonis Khan	b. saved the life of her cousin from a fire
3. Rahul	c. saved a baby that was caught in the path of two bulls
4. Silver Kharbani	d. used her bare hands to dispose of a live grenade
5. Kumari Maibam Prity Devi	e. identified criminals who had planted bombs
	f. fought off a leopard that was trying to attack his sister

**V3. Fill in the blanks with suitable adjectives choosing the correct word from the brackets.**

1. This is a \_\_\_\_\_ story. (Adventure/ adventurous)
2. She is a \_\_\_\_\_ girl. (Beautiful/ beauty)
3. He is a \_\_\_\_\_ boy. (Young/ youth)
4. This is a \_\_\_\_\_ tree. (Tall/ high)
5. Our teacher is \_\_\_\_\_ to us. (Better/ good)

**Comprehension:**

**C1. Answer the following questions:**

1. When was the first Bravery Award for children given in India?
2. Why are the Bravery Awards given?
3. What is the age group that is considered for the Bravery Awards?
4. What do the awardees receive?

**C2. Discuss the stories of bravery that you have read. Decide which act impressed you the most and write it down as a note. Use these sentence beginnings:**

1. I feel that \_\_\_\_\_ (Name the action) was a very brave act.
2. The child who did this is \_\_\_\_\_ from \_\_\_\_\_ she/he was \_\_\_\_\_ years old when this happened.
3. I think it was very brave because \_\_\_\_\_ (Give the reason)

**C3. Identify the adjectives in paragraph number 10.**

**Language Exercises**

**L1. Discuss with your partner why 'you like to' or 'don't like to' do the following:**

1. Speak before the whole school during the assembly.
2. Take an injection from the doctor when you are ill.
3. Stand up and tell your teacher that you have not done your homework.
4. Tell your parents truthfully that you spent the Rs. 25/- they gave for vegetables on buying an ice-cream.
5. Ask a boy in class 5 not to make fun of your friend.

**L2. Underline the nouns in the following paragraph:**

Indian music is very expressive. It is traditionally taught through oral methods. The system of Indian music is based on two important pillars- rag and Tal. Rag is the melodic form while Tal is the rhythmic form. The interpretation of the rag and the Tal is not the same all over India. Today, there are two major traditions of classical music. There is the north Indian Hindustani sangeet. The other is the south Indian Carnatic music. Both systems are fundamentally similar but differ in performance.

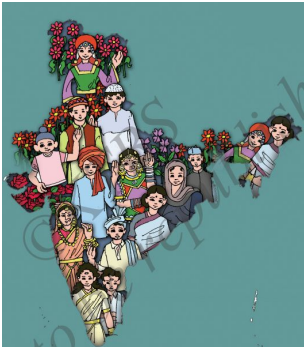
**L3. Speech sounds.**

Try these tongue-twisters.

1. Red bulb blue bulb
2. She sells sea-shells by the sea-shore.
3. I scream, you scream, we all scream for ice-cream.

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## POETRY - MY LAND



She is a rich and rare land,  
Oh! She's a fresh and fair land,  
She is a dear and rare land  
This native land of mine.

No men than hers are braver  
Her women's hearts ne'er waver,  
I'd freely die to save her,  
And think my lot divine.

She's not a dull or cold land  
No! She's a warm and bold land;  
Oh, she's a true and old land  
This native land of mine.

Oh! She's a fresh and fair land,  
Oh! She's a true and rare land;  
Yes! She's a rare and fair land,  
This native land of mine.

-Thomas Davis

**Words to Know:**

**Rare:** uncommon, ಅಪರೂಪದ

**Fair:** beautiful

**Waver:** hesitate, be scared of

**Native land:** land of one's birth

**Lot:** one's fortune

**Divine:** god-like

**Bold:** courageous

**Comprehension**

**C1. Answer the following questions:**

1. How is the native land?
2. How are the men or women in this land?
3. Write a short paragraph of five sentences on India- My Motherland.

**Activity**

**A1. Write the opposites of the following words.**

1. Dull X \_\_\_\_\_
2. Brave X \_\_\_\_\_
3. Warm X \_\_\_\_\_
4. Fearful X \_\_\_\_\_
5. Plenty X \_\_\_\_\_

**A2. Read this paragraph and do the tasks that follow.**

Laxmi Bai was the queen of Jhansi. Her struggle with the British is legendary. The battle began early in June 1857. Sir Hugh Rose captured the fortress of Jhansi in March 1858. Rani Laxmi Bai resisted but Jhansi was captured by the British when traitors opened the gates of the fortress for them. On the night of April 4th, 1858 she escaped from the fortress and joined Tantia Tope at Kalpi. Rani Lakshmi Bai and Tantia Tope captured the fort of Gwalior from Sindhia. She died fighting the British on June 17, 1858 at Gwalior.

1. Give a suitable title to this paragraph.
2. Identify the nouns in the paragraph.